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ABSTRACT

Background information and a status report are provided on the first-year activities of the Transfer Center Pilot Program, an intersegmental cooperative effort among the California Community Colleges, the California State University, the University of California, and independent colleges and universities in California to increase the transfer rate of community college students through the operation of highly visible centers which identify, encourage, and assist potential transfers. The report provides information and data on: (1) program funding, objectives, and administration; (2) program activities, including profiles of the 20 transfer centers during their first year of operation; highlights of activities in the areas of outreach, resource materials, information workshops, transcript evaluation, support groups, and articulation; (3) preliminary observations of the Chancellery's program coordinator; (4) information on Project ASSIST, a computerized course and program information system which incorporates articulation agreement and course equivalency data for student and staff use; and (5) evaluation plans. Appendices include a directory of the membership of INTER-ACT (Intersegmental Advisory Committee on Transfer), and a copy of "A Plan for Implementing the Transfer Center Pilot Programs." (EJV)

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Board of Governors of the
California Community Colleges
September 18-19, 1986

STATUS REPORT ON TRANSFER CENTER PILOT PROGRAM

1

For Information

Summary

The Governor's 1985-86 Budget provided $3.373 million for the first year's funding of an intersegmental three-year Transfer Center Pilot Program. This item provides the Board with background information and a status report on the activities to date on the operation of the pilot transfer centers. Presented are information and data highlighting costs, participating community colleges and universities, numbers of students served, activities underway, and preliminary staff perceptions of accomplishments and further areas where attention is needed.

Since transfer centers are clearly related to the larger questions concerning articulation and transfer issues which the Board reviewed in the fall of 1985, this status report should be viewed with that larger context in mind. Additional items related to articulation and transfer will be presented to the Board over the next several months.

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Background

The Governor's 1985-86 Budget provided $3.373 million for the first year's funding of a three-year Transfer Center Pilot Program. This program, through an intersegmental cooperative effort among the California Community Colleges, the California State University, the University of California, and independent colleges and universities will focus on increasing the transfer rate of community college students, with emphasis on underrepresented students--particularly Blacks, Latinos, Native Americans, the disabled, and low income. Evaluation of the program's success will be within the context of the Board of Governors' policy on the enrollment, retention, and transfer of minority students.

California Community Colleges received $1.873 million and UC and CSU each received $750,000. Sixty-five community colleges submitted transfer center proposals, which were reviewed by an intersegmental committee. Eighteen grants were awarded to 20 colleges (the Los Rios Community College District received one grant for its three colleges). CSU awarded grants to 14 of its campuses, which were named as partners in the funded community college proposals. UC divided its funds among the eight undergraduate campuses of UC. (See Table 1 on pages 4 and 5 for a list of funded community colleges and the four-year institutions.)

The major functions of transfer centers and respective segmental responsibilities are described in **A Plan for Implementing the Transfer Center Pilot Program**, which was prepared jointly by staff of the systemwide offices of UC, CSU and the Chancellery. (This document is available on request through the Student Services and Special Programs Unit.) Budget Act language for the transfer center pilot program tied appropriations to adherence to this plan. The objective is to operate transfer centers as highly visible focal points for identifying, encouraging, and assisting students who are potential transfers.

The plan charges the Chancellery with providing primary coordination services for the pilot program, and it contracted with Peat, Marwick, Mitchell and Co. for the services of a program coordinator for the Chancellery. The plan requires CSU and UC to provide staff who will facilitate processes related to admissions and articulation and it encourages similar participation by independent institutions.

The program coordinator is currently responsible for monitoring and assisting with community colleges' implementation of their respective proposals; overseeing the independent program evaluation; monitoring implementation of Project **ASSIST (Articulation System to Stimulate Inter-Institutional Transfer)** in the community colleges; providing operational support to **INTER-ACT (Intersegmental Advisory Committee on Transfer)**; organizing compliance workshops for participating colleges; disseminating information on the pilot program throughout the California Community Colleges; and representing the program at segmental and intersegmental activities.

The plan further establishes an intersegmental committee on transfer centers, which has come to be known as **INTER-ACT**. **INTER-ACT** advises the three systemwide offices and acts on policies and procedures for implementing the pilot program. Membership comprises faculty and systemwide representatives from the three segments of public higher education; representatives for the Association of Independent California Colleges and Universities; two directors from funded transfer centers; the Project Director for **ASSIST**; and representatives from the Mexican-

American Legal Defense Fund (MALDEF), the California Postsecondary Education Commission (CPEC), and the Department of Finance. (See Appendix A for a listing of current members.)

PRELIMINARY PROGRAM ACTIVITY

Introduction

This item describes three aspects of the transfer center pilot program: program activities, project **ASSIST**, and evaluation.

The **Plan for Implementing the Transfer Center Pilot Program** defines six major functions which all transfer centers must perform:

1. Identify and encourage students who choose or may choose to transfer, particularly underrepresented students.
2. Assist potential transfer students to prepare for upper division work.
3. Assist students with transfer processes.
4. Track and support the progress of potential transfer students.
5. Inform and motivate students to transfer.
6. Involve university and community college staff, particularly faculty and support staff, in activities which enhance the transfer process.

The **Plan** requires that staffing be appropriate to perform the major functions and that the centers coordinate their work with related college functions, such as counseling or special programs for the disadvantaged or disabled. College staffing must minimally consist of one certificated person to direct the transfer center and one clerical support person.

Discussion of Table 1

Table 1 provides a profile of the transfer centers after their first year of operation. As of August 15, 1986, 19 colleges were able to report on the number of students served, including the percentage served among underrepresented groups. While the columns depicted in the table are self-explanatory, some comments on the data are helpful. Overall, 20 community colleges are working with a total of 35 four-year institutions, including 9 UC campuses, 14 CSU campuses, and 12 independent colleges and/or universities. Variation among transfer centers in the number of students served is explained in part by differences concerning what "served" means, and differences among transfer centers in the amount of additional resources they receive locally and from participating universities in the form of staff cooperation. The evaluation of this program will provide a more comparable set of descriptive data by next year. In the meantime, Table 1 is useful mainly for seeing which institutions are involved, the amounts allocated by the Chancellor to community college sites, and the number of students assisted in one way or another by each transfer center.

Table 1
1985-86 Transfer Center Profile

COLLEGES	INITIAL 1985-86 ALLOCATION	COOPERATING INSTITUTIONS	1985-86 SERVICES BEGAN	# OF STUDENTS SERVED	# AND % UNDERREPRESENTED[1]			
					SERVED BY TRANSFER CENTER		OF TOTAL ENROLLMENT	
					#	%	#	%
American River [2]	[3]	UCD, CSUS, UOP	10/03/85	671	108	16.1	2,218	12.7
Bakersfield [2]	$90,000.	UCSB, CSC Bakersfield, USC	11/15/86	395	83	21.0	2,138	21.4
Cerritos	90,000.	UCI, CSU Fullerton, USC	08/01/85	1,203	346	28.8	6,239	34.0
Citrus	62,875.	UC Riverside, Cal Poly/Pomona, Azusa Pacific	10/09/85	568	181	31.9	2,053	22.6
Compton	90,000.	UCLA, CSU Dominguez Hills, USC	09/01/85	1,367	1,299	95.0	3,331	89.9
Cosumnes River [2]	[3]	UCD, CSUS, UOP	10/01/85	681	209	30.7	1,363	18.9
East Los Angeles	90,000.	UCLA, CSULA, USC	10/15/85	2,117	1,249	59.0	7,950	67.9
Fresno City College	90,000.	UCB, UCD, UCSC, CSU Fresno	08/01/85	3,750	750	20.0	3,839	29.4
Imperial Valley [2]	89,440.	UCSD, SDSU, Cal Poly/Pomona, ISIU	10/01/85	453	159	35.0	2,184	61.6
Laney [2]	89,650.	UCB, UCD, UCSC, CSU Hayward, Mills College, Holy Names	09/03/85	3,503	1,401	40.0	4,100	41.8
Los Angeles City [2]	86,823.	UCLA, CSULA, USC	09/09/85	1,083	87	8.0	6,610	48.1

[1] Underrepresented: Black, Latino, Native American, Disabled, Low Income
[2] ASSIST site
[3] The Los Rios Community College District received an allocation of $115,698.
[4] Total of Native American population only
[5] % of Native American population served by transfer center

Table 1
1985-86 Transfer Center Profile

COLLEGES	INITIAL 1985-86 ALLOCATION	COOPERATING INSTITUTIONS	1985-86 SERVICES BEGAN	# OF STUDENTS SERVED	# AND % UNDERREPRESENTED[1]			
					SERVED BY TRANSFER CENTER		OF TOTAL ENROLLMENT	
					#	%	#	%
Mt. San Antonio	90,000.	UCR, UCI, Cal Poly/Pomona, University of LaVerne	11/05/85	Not Available	Not Available	Not Available	7,822	28.8
Palomar	60,000.	UCSD, SDSU, USIU	02/07/86	280[4]	111	39.6[5]	2,131	13.8
Redwoods	89,646.	UCS, CSU Humboldt, UOP.	09/10/85	778	132	17.0	585	7.3
Sacramento City[2]	[3]	UCD, CSUS, UOP	10/02/85	760	367	48.3	3,572	27.2
San Bernardino Valley	90,000.	UCR, CSU San Bernardino, University of the Redlands, UCB	10/01/85	1,350	473	35.0	3,245	31.8
City College of San Francisco	90,000.	UCB, SFSU, Golden Gate	10/01/85	5,707	2,112	37.0	4,864	21.7
Santa Barbara City	90,000.	UCSB, Cal Poly/SLO, Westmont	09/03/85	1,135	147	12.0	1,633	16.0
Santa Monica City	90,000.	UCLA, CSU Northridge, USC, Marymount, Pepperdine	08/06/85	1,731	391	22.6	5,097	22.1
Southwestern	89,927.	UCSD, SDSU, National University, Holy Names	10/01/85	1,818	727	40.0	3,747	37.2
TOTALS				29,350	10,332	35.2	74,721	29.0

[1] Underrepresented: Black, Latino, Native American, Disabled, Low Income
[2] ASSIST site
[3] The Los Rios Community College District received an allocation of $115,698.
[4] Total of Native American population only
[5] % of Native American population served by transfer center

Highlights of Program Activities

In order to perform the required functions, the 20 transfer centers provide services and activities which may be grouped in the categories of outreach, resource materials, information workshops, transcript evaluation, support groups, student tracking, and program evaluation.

Outreach: Outreach includes efforts to identify target populations, contact individuals and groups regarding transfer center services, and pursue follow-up activities after the initial contact. Outreach activities include mass and targeted mailings, open houses, counselor and faculty referrals, and classroom visitations.

One college addresses Latino congregations during Masses on Sundays. The importance of higher education is conveyed in a particularly powerful way for that community, given the setting in which the message is delivered.

Another college has organized a club exchange between itself and the nearby CSU campus. Participating organizations were the Pan African Student Union, MECHA (a Chicano student club), Native American Indian Club, and the Southeast Asian Club. The clubs discussed ways for community college students to learn about and prepare for transfer.

Resource Materials: Transfer centers typically house collections of college catalogues, recruitment publications, admissions applications, and articulation agreements.

Two colleges also have terminals for students to access Eureka, a computerized resource for career and college information. The availability of Eureka greatly enhances the extensive hard copy libraries.

Five colleges have located their transfer centers in the same area as several of their student services offices. The resources of Admissions and Records, the Career Center and the Counseling Department are available to students in the immediate vicinity of the Transfer Center.

These two examples illustrate how to maximize availability of resources for transfer students.

Information Workshops: Information activities include workshops which cover admissions, financial aid, housing, specific majors, specific colleges, and career options. Presenters include staff, faculty, students and alumni from both the community colleges and four-year institutions. Information activities also include campus tours and college fairs.

Transcript Evaluation: The transfer centers coordinate visits by the four-year institutions to evaluate individual students' transcripts.

Support Groups: Support groups include mentorship programs, study groups, and transfer clubs.

One college offers study groups for optional enrollment in connection with several transfer courses. Another college has established a mentorship program with the support of students and staff of its four-year partners.

Articulation: Articulation includes agreements regarding course and program equivalency and admissions criteria.

Nine colleges have some form of guaranteed or priority admission for its students transferring to four of the campuses in UC and four of the campuses in CSU.

At one college, a joint meeting was held for the Academic Senates of the community college and the nearby campus of CSU. This was reported to be a successful event in terms of stimulating dialogue between the faculties regarding curricular concerns.

Student Tracking: All the colleges are using some sort of intake form in the transfer center but the forms vary widely in their thoroughness. They range from sign-up sheets with name and social security number to data entry forms which collect much information not usually available from the colleges' student data base.

One college has developed a screen into which they input highly detailed information regarding the number and type of contacts each student has had with the transfer center.

Another college has a tracking system for the delivery of services in the transfer center as well as in all other student services.

Preliminary Observations

The Chancellery's program coordinator visited all transfer centers twice and met with instructional and student services administrators, teaching faculty, counselors, and students, academic senate presidents, college presidents, and advisory committees. Preliminary observations from these activities are reported next.

- Transfer center funding has provided CSU and UC with the resources to intensify their focus on community college relationships, thereby enhancing existing relationships or establishing new ones.
- The image of colleges with funded centers appears to have improved because of their formal link with CSU and UC campuses.
- Between January 1986 and May 1986 the transfer centers evidenced a heightened sensitivity to the needs of disabled students and placed a greater emphasis on the inclusion of disabled students in mainstream activities.
- Within the spirit of the Board of Governors' policy on the enrollment, retention, and transfer of minority students, centers are pursuing intensive outreach to underrepresented groups who have declared an intent to transfer. However, centers are having difficulties in determining strategies for identifying and following up with underrepresented groups who have not declared transfer as a goal.
- Colleges with nonfunded transfer centers continue to feel frustrated and angry about being excluded from pilot program conferences and meetings.

- Faculty involvement does not appear to be as substantial as it needs to be in order for the program to succeed as a truly collegewide effort.

- Lack of evaluation criteria at the commencement of the program has seriously delayed resolution of data collection issues, such as technical feasibility and appropriateness of measures.

Ways to address such problem areas should provide the focus for the program in 1986-87. For example, staff will continue to work with the transfer centers and **INTER-ACT** to promote more pro-active strategies to identify and work with underrepresented student. In addition, staff will discuss with the members of **INTER-ACT** ways to encourage participation in the program by more teaching faculty and the local and statewide Academic Senates.

Project ASSIST

One community college district and four college transfer centers were selected as pilot sites for **ASSIST**, which is a computerized course and program information system which incorporates articulation agreement and course equivalency information for student and staff use. The colleges are Cerritos, Imperial Valley, Laney, Los Angeles City, and the Los Rios Community College District.

UC and CSU each contributed $50,000 toward the purchase of hardware and software for the sites. The California Community Colleges allocated $28,000 to each site and contributed $30,000 towards operations at UC Irvine, which is the coordination site for **ASSIST**.

In June of 1986, a demonstration of **ASSIST** was sponsored by the Los Rios Community College District, CSU Sacramento, and UC Davis. The demonstration showed how quickly **ASSIST** can check on course equivalencies and degree requirements when the requisite data are available. However, concerns were expressed by campus staff from UC, CSU and community colleges that the demonstration had raised expectations regarding the immediate usability of **ASSIST** in everyday counseling sessions not only at Los Rios, but at other pilot sites.

For 1986-87, community college pilot sites have been asked to submit **ASSIST** implementation plans which will specify achievable objectives for 1986-87, target dates for accomplishment, persons responsible, and resources required. Representatives of the Chancellery visited the sites in late July and early August and met with the transfer center directors and appropriate computer services staff. A report detailing the sites' progress and their problems will be available on or about September 12, 1986.

Evaluation

Because funding for evaluation of the transfer center program was unavailable during 1985-86, critical issues regarding evaluation remained unresolved for an unreasonably lengthy period of time. Transfer centers operated during the year without knowing exactly what data should be collected, the reporting format, and performance criteria.

This problem should be alleviated since the 1986 Budget Act did include $150,000 to contract with an evaluator. The Request for Proposal for a program evaluator led

INTER-ACT to recommend the selection of Berman, Weiler Associates. Berman, Weiler has been asked by INTER-ACT to resolve the data collection issues by the end of August 1986.

Essentially, the evaluation should determine the degree to which transfer center activities increased the "rate" at which students transferred, particularly minority and other underrepresented students, as well as determining -- to the extent possible -- what transfer center activities contribute best towards improving student transfers. Much work has been done to complete a research design and to identify data to be collected, but problems remain above all in the timing of data collection fpor evaluating transfer centers, and the timing of work underway by Price Waterhouse Inc. to redefine the data systems and recommend changes. Both activities overlap and Chancellery staff are attempting to coordinate both to ensure the system is not subjected to duplicate or unnecessary data reporting. A preliminary evaluation report is anticipated by next fall.

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A PLAN FOR IMPLEMENTING THE TRANSFER CENTER PILOT PROGRAM

I. BACKGROUND

The Governor's 1985 Budget proposes a total of $3.373 million to fund the first of a three-year pilot program in which the California Community Colleges, the University of California, and the California State University will cooperatively establish and operate up to 20 transfer centers at selected community colleges. The proposal provides $1.873 million for community colleges, and $750,000 each for UC and CSU. Of these amounts, the University and State University are expected to utilize $250,000 each in conjunction with an appropriate amount from community college funding to operate and test as a companion to several transfer centers a computer course and program information system (known as **ASSIST**) which incorporates articulation agreements and course equivalencies for student and staff use.

The Budget proposal represents one aspect of several efforts among the segments, state and local policymakers, and civil rights groups and others to strengthen the community college transfer function. This work has involved efforts to identify transfer obstacles including those affecting special programs, numerous voluntary efforts among colleges and universities to increase the number of students who transfer, legislative proposals to establish transfer centers, work by Academic Senates to clarify competency expectations, and reports affirming the transfer function with recommendations on how to improve it. Yet, despite such efforts, problems of inadequate resources, inadequate information availability and use, inadequate coordination, and confusion over articulation remain, leaving as one important consequence a continuing and unacceptably low rate of transfer among minority, disabled, and other underrepresented students.

In light of this brief background, the Budget proposals appear significant in three ways. First, the proposals constitute a statewide, systematic pilot effort of sufficient duration and involving enough colleges to test the efficacy of transfer centers as one element among others for improving the transfer function. Second, the pilot program emphasizes direct services and combines several approaches developed before such as early contact and encouragement of possible transfer students, procedural assistance to those actually transferring, and pre- and post-transfer services to keep track of and support both potential and actual transfer students. Third, the proposals separately fund the three public segments to jointly staff and administer a common program, thus requiring new interinstitutional administrative procedures at both state and local levels in which mutual fiscal and program accountability is a necessary element.

For such reasons, the transfer center pilot program will assist on-going efforts to strengthen the transfer function, including other activities to improve both curricular and services articulation, interinstitutional research, coordination of outreach efforts and of special programs such as EOPS in community colleges and EOP in UC or CSU. Responsibility for the transfer function is an institutional responsibility which the segments share, and while transfer

centers can contribute to meeting it, transfer centers are not exclusively responsible for improving the transfer function.

II. TRANSFER CENTERS

A. *Definition and Major Functions*

For purposes of the pilot program, a transfer center is defined as a place on campus that is readily identifiable and accessible to students, faculty, and staff as the focal point of transfer functions which include, but are not limited to:

1. Services which, as early as possible, identify and encourage students who choose or who may choose transfer programs as their education goal, particularly minority, handicapped, low income, and other students who are underrepresented among transfer students.

2. Services which directly assist potential transfer students to prepare for upper-division work, such as: Academic planning, including choices of appropriate coursework, transfer, and programs; arrangements for concurrent enrollment; use of course and program articulation to assure course equivalencies and related matters.

3. Services which directly assist students to transfer, including timely completion and submittal of necessary applications, and acquisition of financial aid, housing or other services where needed.

4. Services which keep track of and appropriately support (including record keeping) the progress of potential and actual transfer students, such as referral when needed to necessary services (e.g., tutoring, financial aid, or housing) and accounting for student needs that go unmet.

5. Services which inform and motivate students to transfer, such as a library of transfer materials available for student browsing and counseling use, or tours of university campuses.

6. Services which combine as appropriate the involvement of community college and university staff, particularly faculty members and academic support or student services staff, in activities that strengthen curricular and services articulation or that enhance the transfer process in other ways.

B. *Transfer Center Limitations*

Transfer center functions do not include the direct provision of the following: 1) ability or diagnostic testing, and other assessments as provided by a community college; 2) tutoring; 3) remedial or other coursework offered by a community colleges; or 4) replacement of related services provided by special programs, such as EOPS, EOP, SAA, or disabled student services.

However, it is expected that such activities will be coordinated with the major functions of transfer centers either because achievement of the center's functions depends upon such related services or because of coordination requirements elsewhere in this Plan.

It should also be clear to all concerned that improving the transfer process is a responsibility of the institution as a whole, including the four-year segments, and not simply the responsibility of the transfer center alone.

C. *Transfer Center Staffing and Joint Responsibilities*

Staffing of transfer centers must be appropriate to carry out the major functions and, at minimum, must consist of at least one certificated individual to direct the transfer center and one clerical person--both to be provided on the community college site--together with appropriate individuals who work with the center on a rotating basis and who are provided by participating four-year universities or colleges.

These staff share joint responsibility for implementing the transfer center's major functions. Specific staff responsibilities for community colleges and university personnel shall be addressed in proposals submitted for funding. While these can be expected to vary in accordance with local circumstance and priorities, the following responsibilities must be addressed.

1. Transfer Center Staff

   a) The transfer center director should be the contact person for all university inquiries concerning the transfer center's functions, and should insure all necessary arrangements are made for university staff visits, appointments, workshops, or related activities.

   b) Transfer center staff should assume lead responsibility for activities related to identifying potential transfer students, including working arrangements with faculty, and utilizing other methods, such as high scores on assessments, completion of a specific number of units, or high achievement in academic courses.

   c) With the cooperation of universities, an interinstitutional record system for each student being served by the transfer center shall be established.

   d) Necessary materials shall be readily available, such as university catalogues, program requirements, student transcripts or other material essential to the transfer process.

   e) Appropriate counseling and advising shall be provided to students. This may include arrangements with other faculty, counselors, peer advisors, special programs, and university staff.

2. University Staff

   a) Shall work closely with transfer center staff by assisting in such areas as meeting with students, discussing academic options, evaluating transcripts, implementing effective articulation, arranging university tours, conducting motivational or information workshops, implementing procedural requirements, and helping to organize interinstitutional meetings among faculty and staff.

   b) Shall assure that procedural and service requirements are met for transferring students at the receiving institutions, especially for services administered by different offices on a university campus.

   c) Shall insure that course and program articulation information is complete, accurate, timely, and covers university, departmental, and major requirements.

   d) Each participating university shall identify a contact person who is responsible for that university's participation in the transfer center program.

D. *Transfer Center Goals*

The major function of transfer centers is to achieve the following general goals.

1. Student Outcomes: using appropriate comparisons and criteria, to increase the number of students--with special emphasis on minority, disabled, and other underrepresented students--who:

   a) Choose to transfer.

   b) In a timely fashion, succeed with the necessary grades in completing the coursework required to transfer.

   c) Actually transfer.

   d) Obtain the academic and student information and services on which attendance depends before and after transferring.

2. Program Goals: To increase the amount of time and the quality of attention given by appropriate community college and university staff in assisting students to transfer, particularly by:

   a) Increasing the frequency of contact and communication among staff within and among community colleges and universities as their work bears on assisting transfer students.

   b) Improving the use of existing or (as appropriate) changing service delivery practices to increase student understanding of them, and to identify and minimize sources of unnecessary complexity, student or staff confusion, and mistakes.

3. Evaluation Goals: To determine whether program interventions proposed and implemented by participating institutions make a significant difference in achieving the student outcome and administrative goals, whether the recommendations are justified for continued funding to maintain the pilot programs and to expand the transfer centers to include participation of all public community colleges and universities, and whether other functions are discovered which justify funding.

III. LOCAL ADMINISTRATION AND RESPONSIBILITY

The segmental statewide offices consider the following local responsibilities as essential to transfer center operations.

A. Community Colleges: Local governing boards and chief executive officers, who receive funding for transfer centers, should accept responsibility for the following:

1. Provide space and facilities adequate to house the transfer center, including enough room for transfer materials, counseling and clerical activities, a work space for university staff, and preferably a waiting area useful to students for browsing.

2. Assure that all functions working with the transfer center are effectively coordinated, particularly when such functions cross local administrative jurisdictions. In addition, colleges are expected to do everything feasible to provide support services needed by transfer students, and to respond to unmet need if these are identified.

3. Establish a local advisory committee for transfer functions which meets regularly with transfer center and other staff and which includes representation from students and faculty, counseling, EOPS, HSPS, financial aid, data processing and research, and participating university and other staff as deemed appropriate. The committee shall report periodically to the chief executive officer and at least once annually to the local governing board concerning its appraisal of transfer center activities and related functions, and to make recommendations, if any, for improvement.

4. Assure that state funding for transfer centers augments and does not supplant existing financial support for transfer-related functions.

5. Cooperate in evaluation procedures.

6. With the cooperation of universities, maintain contact with transfer students to seek their participation in the evaluation of their experience and to encourage their involvement as role models or peer advisors.

7. Annually provide the names of potential transfer students, with their consent, who have achieved sophomore status, to UC, CSU, and AICCU.

B. Four-Year Universities: Chief executive officers whose institutions participate in the pilot program should accept the following responsibilities:

1. Assure appropriate institutional support for university personnel who work with transfer centers including, where possible, a university "transfer center" office where students can go for assistance while attending four-year universities.

2. Assure, where appropriate, that internal university functions essential to the operation of transfer centers and to the successful transfer of students are well coordinated.

3. Establish, as appropriate, the participation of university staff and faculty.

4. Assure that special university funding for transfer center participation augments and does not supplant existing functions related to transferring students.

5. Cooperate in evaluation procedures.

6. With the cooperation of community colleges, assure that articulation agreements are in force, and that such agreements remain stable enough through time so as to minimize loss of transfer credit due to articulation changes.

IV. STATE ADMINISTRATION

A. Systemwide Offices

1. The Chancellor of the California Community Colleges, the President of the University of California, and the Chancellor of the California State University will each designate, as appropriate, a "Systemwide Coordinator' for the pilot program who shall be the segmental contact persons for purposes of the pilot program.

2. The segmental systemwide coordinators should have major responsibility, in accordance with the administrative policies and procedures of each segment, for managing the state-level operations of the pilot program. The coordinators should also be the responsible contact persons for resolving program problems arising within the respective segments, and for working with their counterpart coordinators in the other segments when problems require intersegmental resolutions.

3. The Chancellor's Office of the California Community colleges shall provide primary coordination services for the pilot program, and shall chair the Intersegmental Committee meetings as described below.

4. The Chancellor of the California Community Colleges shall report, as the Chancellor deems appropriate, on the status and progress of the pilot program to the Board of Governors. The University and State University are expected to report pilot program information to their respective governing boards as deemed appropriate by the offices of the UC President and CSU Chancellor.

B. Intersegmental Committee on Transfer Centers.

1. An Intersegmental Committee shall be appointed by the Community College Chancellor's Office, the UC President's Office, and the CSU Chancellor's Office to advise and act on policies and procedures for implementing the pilot program.

2. The Intersegmental Committee shall have the following representation:

   a) Three representatives each from the Community Colleges, the University, and the State University, of which, respectively, one is the systemwide coordinator, and one a faculty a representative of the academic senate.

   b) Two transfer center directors selected from among the funded programs.

   c) The Coordinator for Project ASSIST.

   d) The Association of Independent Colleges and Universities may appoint two representatives to the committee as ex-officio members.

   e) A representative of the California Postsecondary Education Commission will serve as an ex-officio member.

   f) The Intersegmental Committee shall select other ex-officio members.

3. Responsibilities of the Intersegmental Committee

   a) Review and approve requirements of Requests for Proposals. These should include: An assessment of current transfer-related activities and how these would be augmented and reorganized by the funding request; requirements for internal and interinstitutional coordination of related functions; a requirement against supplantation of funding; a requirement to participate in program evaluation; and a requirement that relevant universities participate in developing the proposal.

   b) Establish the proposal review process and recommend, to the Chancellor of the Community Colleges, which transfer center proposals should be funded.

c) Establish evaluation and related information requirements and, where necessary, recommend appropriate information support activities to the respective systemwide offices.

d) Identify operational problems and work to resolve them; recommend resolutions to other appropriate authorities when necessary.

e) Submit annual progress reports to the Legislature, the California Postsecondary Education Commission, and other interested groups.

f) Assist, as needed, the systemwide offices with the preparation of funding requests to continue the pilot program.

C. Criteria that the Intersegmental Committee will Use in Evaluating Proposals for Transfer Center Sites

1. The proposal's responsiveness to the requirements of the Request for Proposals.

2. Colleges with large numbers of minority, low income, or other students underrepresented among transfer students shall receive high priority.

3. The Committee shall distribute funding so that the projects selected are representative, to the maximum extent possible, of the range of the California Community Colleges according to geography, student demography, size, and type of institution.

4. Evidence of past effort or commitment to new initiatives to enhance the transfer process is important, including interinstitutional efforts or commitments such as participation in the CAN Project.

5. The proposals will provide evidence by community colleges and universities of realistic and appropriate resource commitments that will work in conjunction with the transfer center.

6. The Committee shall seriously consider the degree of community college staff and faculty, and interinstitutional involvement, in preparing the proposal, and in implementing the transfer center.

D. Funding of Transfer Centers

1. Between 15 and 20 transfer centers will be funded on selected community college campuses.

2. Proposals for transfer centers are expected to make economical use of existing and requested resources, and in no case shall funding in excess of $120,000 be granted.

3. Funding for Project **ASSIST** is expected to consist of at least $180,000 contributed by community colleges, plus $50,000 each contributed by the University and State University (see addendum).

V. EVALUATION

The Intersegmental Committee on Transfer Centers shall have primary responsibility for the overall evaluation of the pilot projects.

A. The Intersegmental Committee shall identify and arrange for data to be collected on "control groups," such as:

1. Those colleges which have no special efforts to encourage transfer.

2. Those colleges which have a range of "matriculation" services but minimal efforts to encourage transfer.

3. Those colleges with transfer centers which exist now.

B. The Intersegmental Committee shall define the following terms, which shall be used in all evaluations:

1. Transfer rate(s).

2. A transfer student who is enrolled in a community college.

3. The elements necessary for the transfer process to be considered "completed."

C. The Intersegmental Committee shall specify certain uniform data that must be collected by all the transfer center projects.

D. The Intersegmental Committee shall identify and arrange for the services of a neutral evaluator for the project as soon as possible. The evaluator shall:

1. Determine a schedule for the evaluation, including progress reports, an interim evaluation, and a final evaluation.

2. Review the goals and objectives of transfer centers, as specified in this Plan and in the requests from the community colleges.

3. Assist the Intersegmental Committee in quantifying, wherever possible, these goals and objectives through consultation with the Intersegmental Committee and the community colleges themselves.

4. Collect historical data as well as current information on the number of potential transfer students, the number of those who actually transfer, the transfer rate(s), and other relevant information.

5. The final evaluation shall include at least the following elements:

a) Documentation of whether the goals of the pilot projects were achieved.

b) A comparison of the record of the pilot projects to the control groups, in terms of appropriate comparisons, such as the number of students who actually transferred and the transfer rate.

c) Identification of barriers to transfer and an evaluation of whether these have been overcome in some or all of the pilot projects.

d) An evaluation of Project ASSIST and its potential usefulness statewide.

e) An evaluation of the California Articulation Number Project as its relates to the pilot transfer centers.

f) An identification of the components within the transfer centers and their peripherals (the campus committees, efforts by the four-year institutions, etc.) which were most effective in increasing the number of transfer students or--where appropriate--the transfer rate.

g) Recommendations to improve the transfer centers.

D. An interim evaluation shall be submitted to the Legislature and the Governor no later than September 1987, which will contain a recommendation on continuation of the transfer centers.

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